

# ESD112 Regional Autism Consulting Cadre

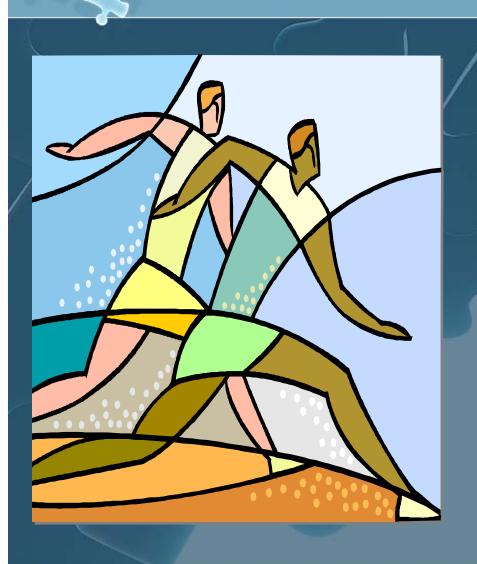
Monica Meyer, Coordinator

**December 8, 2005** 

## "The Cadre"

- Why did we get started?
- Who are we?
- How did we get started?
- Cadre Competencies
- School District Benefits
- Where are we going?
- Ripple Effect

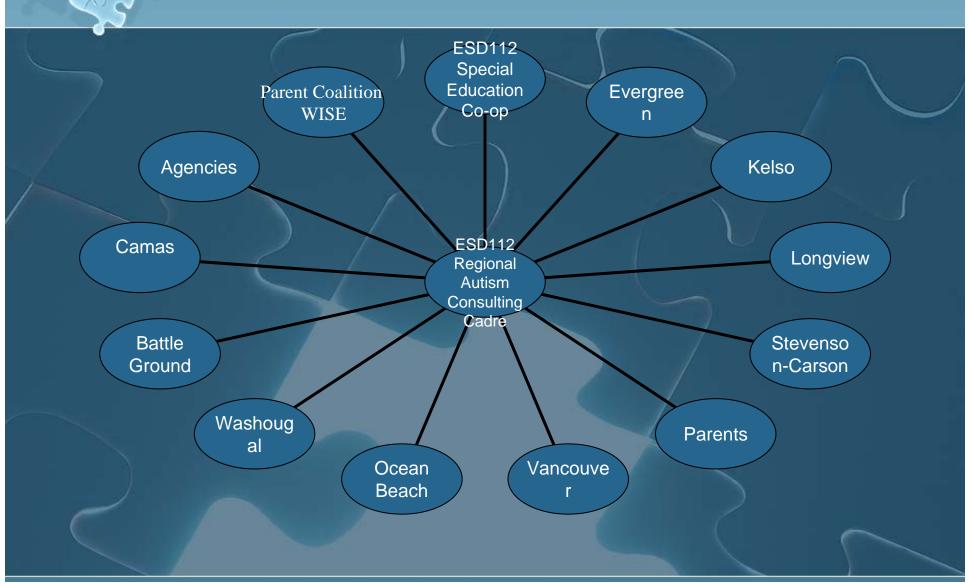
## Why did we get started?



- Raise awareness of Autism
- Reduce financial strain by having local autism supports
- Increase training and expertise
- Collaboration; Teachers, Parents, Professionals
- Support and Networking



### Who are we?





- Brainchild of Monica Meyer and Jan Reinhardtson
- Proposal to ESD112 Special Education Administrators
- Letter of a Agreement,\$1,600 for a position on the cadre each year
- Three Year Commitment
- Fourth Year Mentoring and SD Cost Savings

The ESD112 Regional Autism Consulting Cadre is a group of concerned, interested professionals, educators and parents seeking to enhance their base of knowledge regarding persons with autism.

Further, the cadre will develop and support the dissemination of best practice information through meaningful consultation to and collaboration with school districts in the ESD112 region and supporting agencies.



## \$1,600

- 100 hours Basic Autism Training
- Training Series Presentations on Flash Drive and Website
- Monthly Training and Meetings
- E-group Access; Support and Resources
- Conference Attendance; Local, National and International based on sending SD interests
- Consultant Training
- Power Point Development Training



## Cadre Competencies

- Recognition of the characteristics of autism that may lead to an assessment.
- Knowledge of current research in Autism/Autism Spectrum Disorders
- Knowledge and skill to implementation a variety of strategies and methodologies to serve students with Autism/Autism Spectrum Disorders.
- Ability to utilize program components from various service models to design programs for individual students or groups of students.
- Ability to use ongoing student progress monitoring to measure student learning and the ability to utilize a variety of program evaluation strategies.

- Ability to consult with family/parents, teachers, related service providers to improve services to students and groups of students.
- Ability to design programs for students and groups of students (in school and home).
- Ability to teach workshops and classes to family/parents, teachers, related service providers.
- Ability to work in teams with other consultants.
- Ability to serve as a liaison between experts and translate information into practical program practices.



### School District Benefits

- In-district consultant (that has the resources and support of all the cadre)
- In-district consultant who can lead or assist with program development.
- In-district consultant who can lead or assist with program evaluations.
- In-district consultant who can lead or assist with student assessment.
- In-district consultant who can train staff, teachers, related services, families/parent.
- In-district consultant who can act as a liaison with state and national experts.
- Access to cadre members from other districts at the cost of substitutes.

- Cadre member who can access references, libraries, programs, resources and the whole cadre through an e-group.
- District teachers will be able to gain on-going support from cadre members through phone consultation, e-mail consultations, site visits and coaching.
- Teams of cadre members can come to districts to assist with individual student program development or group program development or to train district teams.
- District staff can utilize cadre members to assist with implementation of workshop information.
- Will have the benefit of a person with knowledge and confidence in the field of Autism/Autism Spectrum Disorders.



#### Learn and Grow



#### Professional Advisory Board:

- Brenda Myles, University of Kansas
- John Whitehead, Whitehead and Associates
- Zachary Carr, Autism Consultant "Behavior is Communication"

#### Past Professional Advisory Board Member:

- Richard Simpson, University of Kansas
- Other Supports:
  - Ilene Schwartz, University of Washington
  - Felice Orlich, University of Washington
  - Julie Osterling
  - Mary Anne Seaton, OTAC
  - David Pitonyak, Blacksburg, Virginia
  - Autism Society of Washington
  - AAPC (Publishing Company)
  - Mary Lou Vandenburg, Author Autism; Leisure and Recreation
  - Patty McVey, Multnomah ESD Regional Autism Consultant



- Training Series (Autism 101, FBA/PBS, Sensory Processing, Social Stories, Structured Teaching, Transition, Overview of Best Practices, Discrete Trial Training, Pivotal Response)
  - Year II, Spring 2001, 257
  - Year III, 388
  - Year IV, 157
  - Year V, 412 (Clark, Skamania, Cowlitz County)
  - Year VI, 443 (Clark, Skamania, Cowlitz County)
  - Year VII (Clark Skamania, Cowlitz and Pacific Counties)

#### "FOCUS ON AUTISM"

- 1st (Hudson's Bay HS), 87
  - Dr. David Willis, Dev. Pediatrician, Portland
- 2nd (WSU, Vancouver) 192
  - Steven Shore, Asperger's
  - Jan Janzen, Author, Understanding the Nature of Autism A Practical Guide
- 3rd (WSU, Vancouver)
  - Dr. Glenn Tripp, Medications
  - Lisa Lieberman, Author, A "Stranger" Among Us, Hiring In-Home Support for a Child with Autism Spectrum Disorders or Other Neurological Differences
- 4th (WSU/Vancouver), 210
  - Brenda Myles, Associate Professor, Special Education, Behavior, University of Kansas
  - Geri Newton, Salem, Oregon Autism and Sexuality
- 5<sup>th</sup> (WSU/Vancouver), 253
  - Sue Moreno, Founder of MAAP (More advanced individuals with Autism, Asperger's syndrome, and Pervasive developmental disorder), Indiana
  - Lorraine Little, OTR/L, RDI Certified Consultant, Longview, WA

## More Training and Conferences Based on Evaluations and ESD112 SpEd Administrators

- 6 Years of the 5 Day Structured Teaching during the summer— John Whitehead
  - Preschool
  - Elementary
  - Secondary-Transition
- Michelle Garcia Winner Social Thinking, Day 1, 2, 3 and 4
- Zachary Carr, Oregon Intervention Services, Effective De-escalating Strategies for Individuals with Challenging Behaviors
- Legally Defensible IEP's
- School District Assessment Teams

- Dual-Diagnosis
  - Tom and Kia Mates, Chapel Hill, NC:
- Hidden Curriculum
- Incredible 5 Point Scale
- Developing Positive Behavior Supports
- Focus on Family Autism Conference
  - In-Home Supports
  - Siblings
  - Spouses on the Spectrum
- Focus on Transition for Students with Autism;
  - Post-Secondary Education
  - Supported Employment



1999 Attended Trainings

2000157

2001 483

Community Trainings and 1<sup>st</sup> Focus on Autism Conference

2002882

Focus on Autism Conference and Training Series

20031076

Focus on Autism Conference and 3 County Training Series

2004 1557

Focus on Autism Conference and 3 County Training Series

20051753

 Focus on Autism Conference, Focus on Family, Focus on Transition and 3 County Training Series





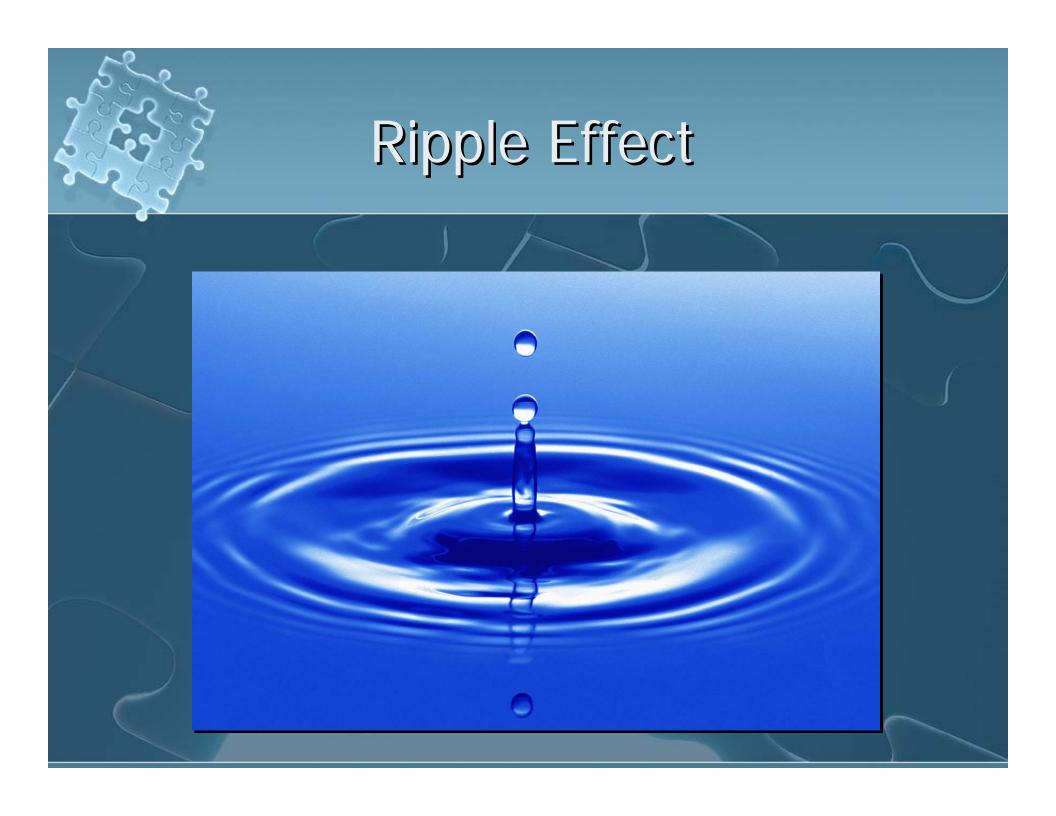
## Individual Growth

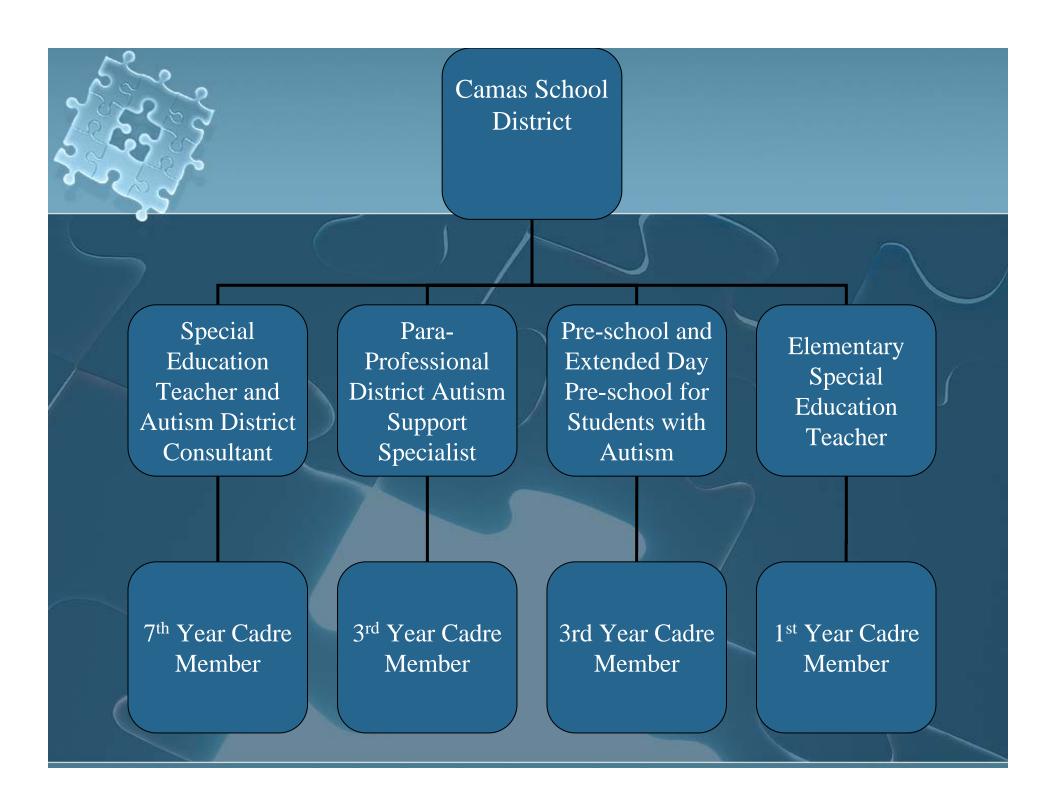
- Publication; "The Hidden Curriculum"
- University of Kansas, Master in Autism
- Autism Classroom/Program Teachers
- School District Autism Consultants
- RDI Certified Consultant
- Autism Diagnostic Evaluation Tool Training (ADOS)
- School District Autism Consultant/Trainers
- Executive Director, Autism Community Services

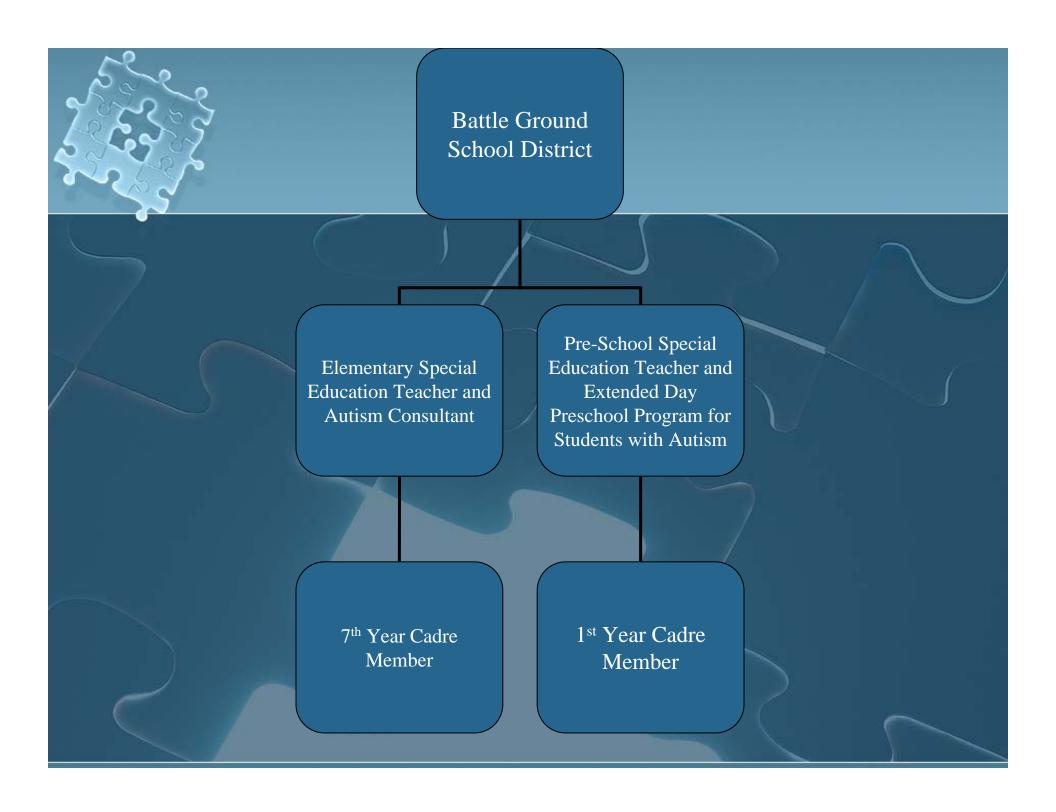
- Autism Para-professional Classroom Support
- Parent Support and Training Facilitator
- Adults with Autism Technical Asst.; Employment and Residential
- Regional Autism Facilitator Trainers
- Autism Society of WA Recognized "Best Pre-School Teacher"
- President, Autism Society of Washington

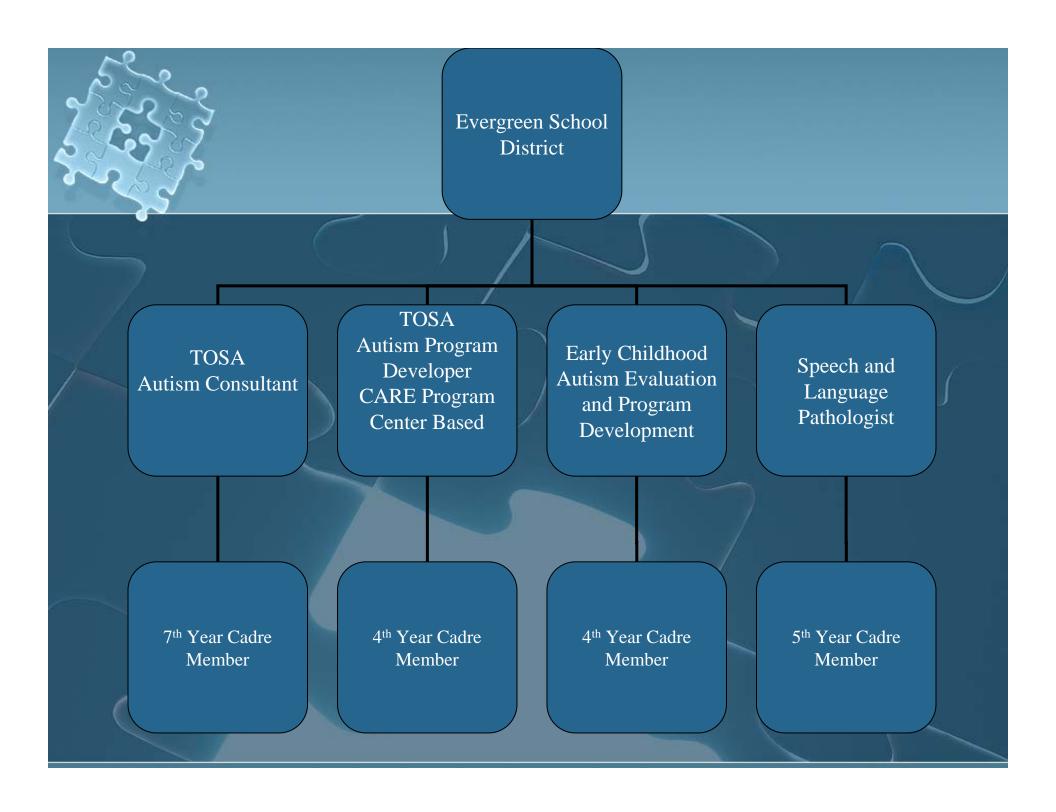
## ESD 112 Special Educator Administrators

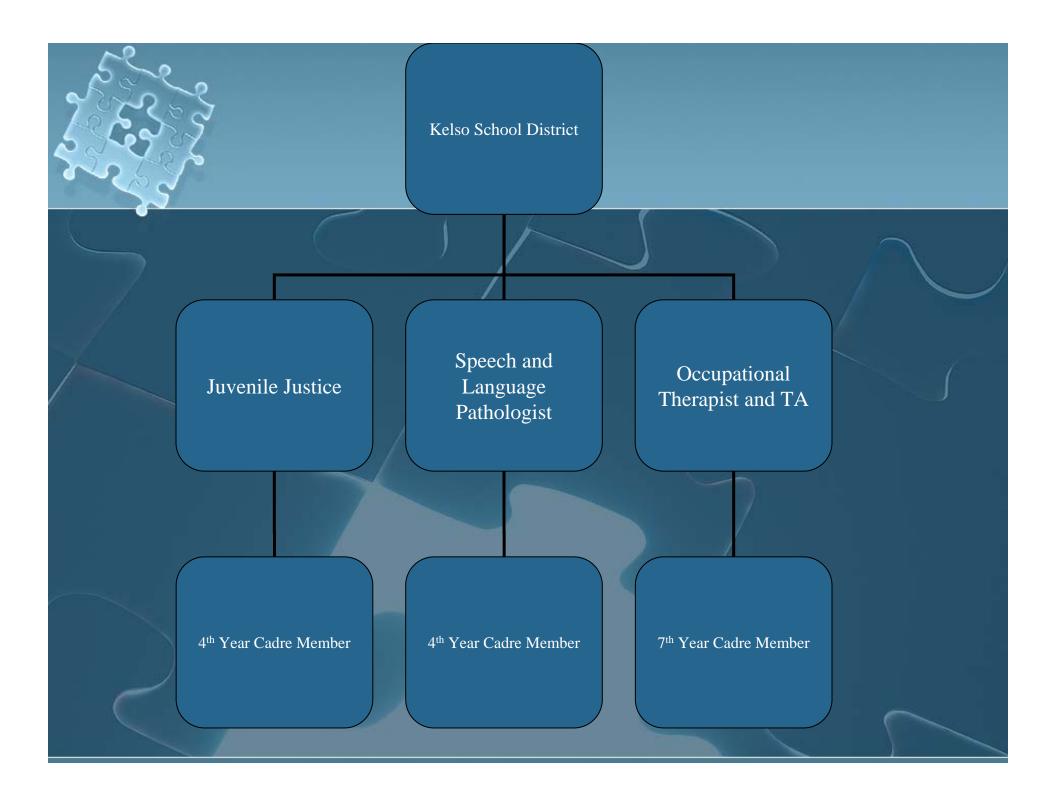
- Monthly Meetings
  - Report on cadre meetings and trainings
  - Review Evaluations from trainings
- Presentations
  - Program Development
  - Cadre Members
- Planning
  - Upcoming Trainings Districts need

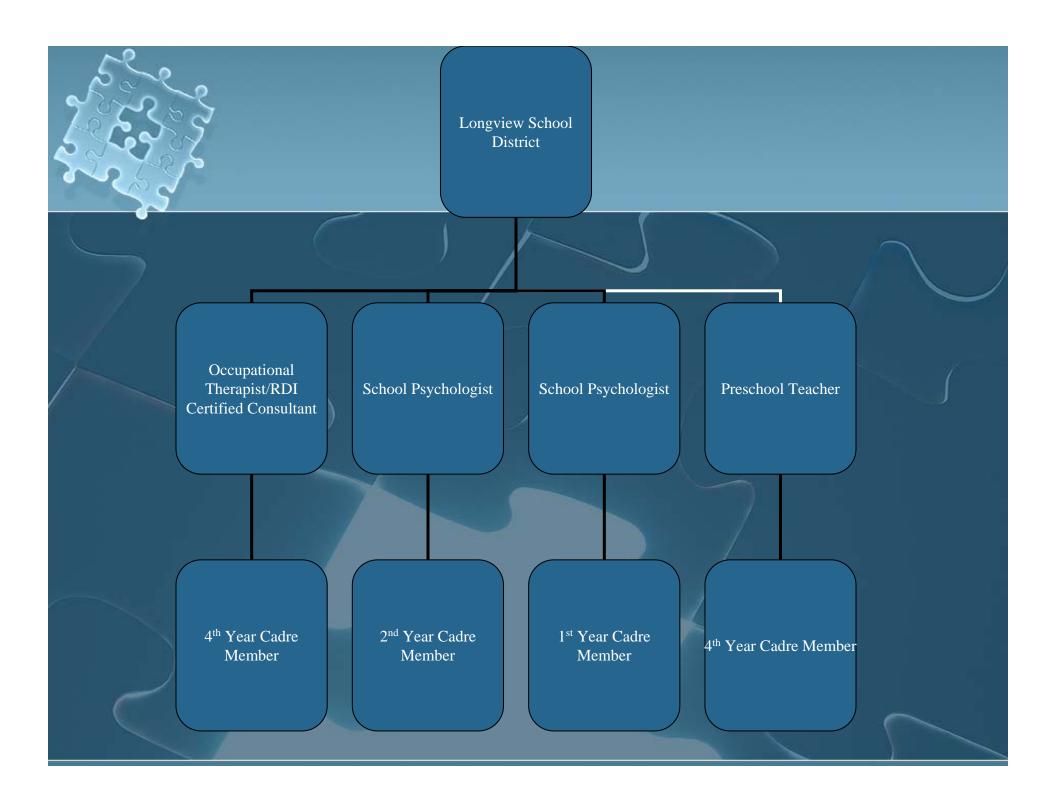


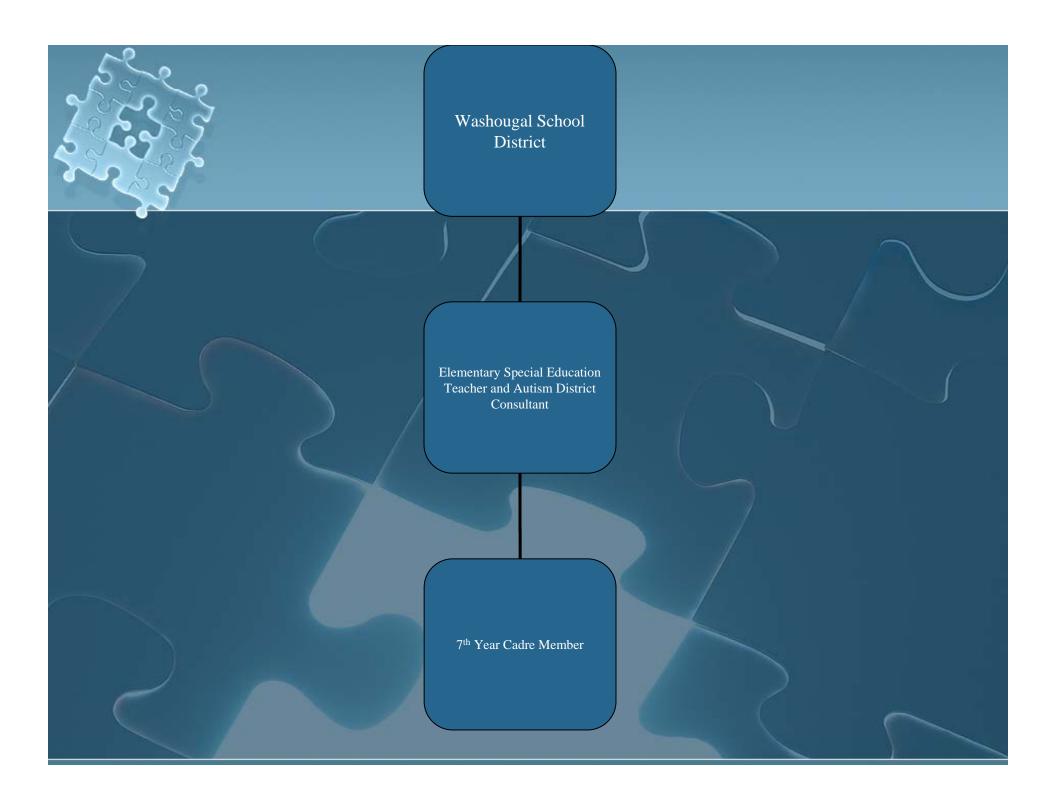


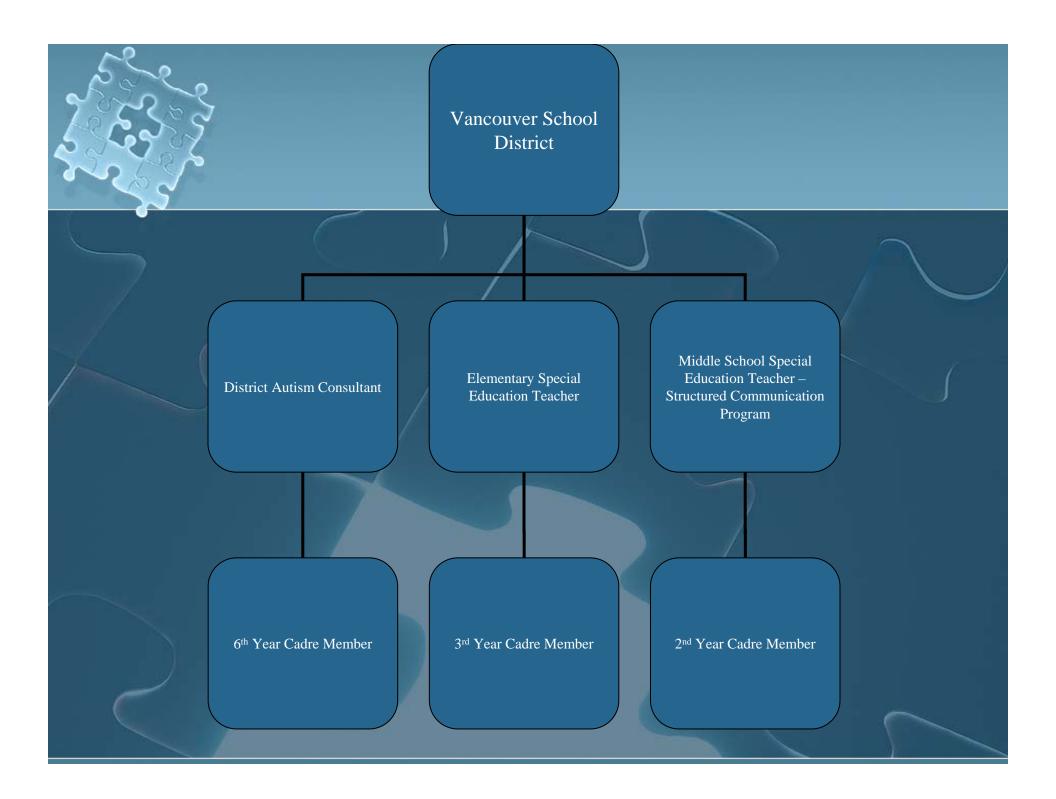


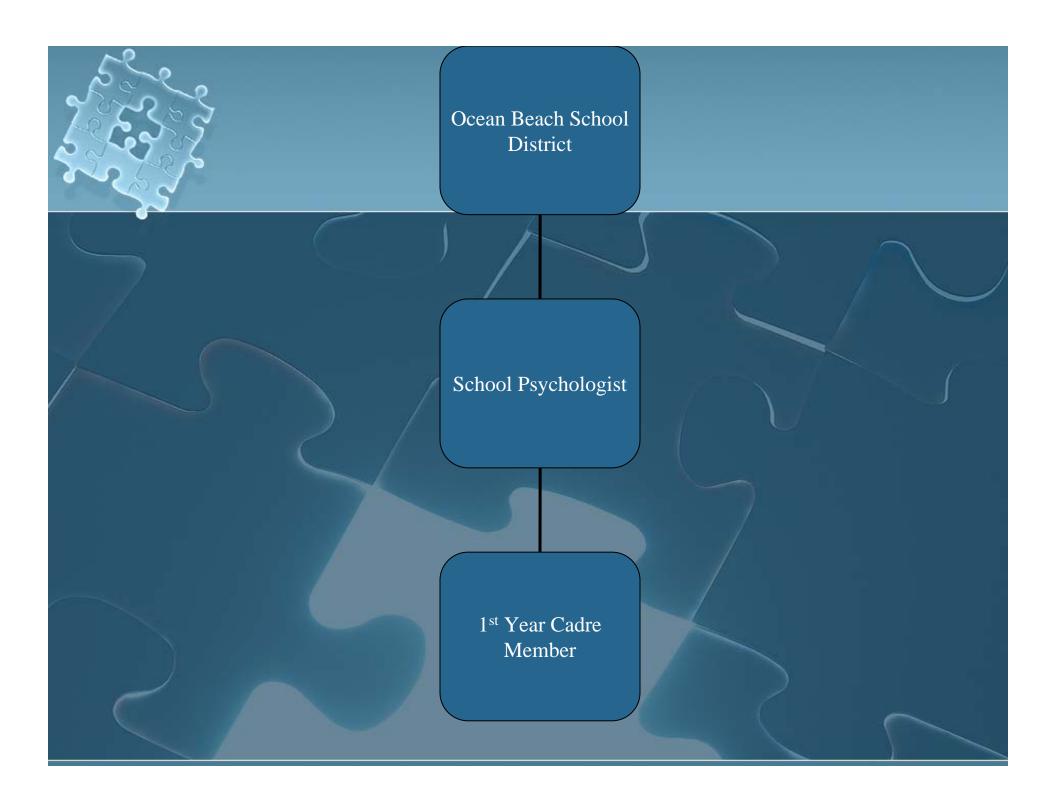


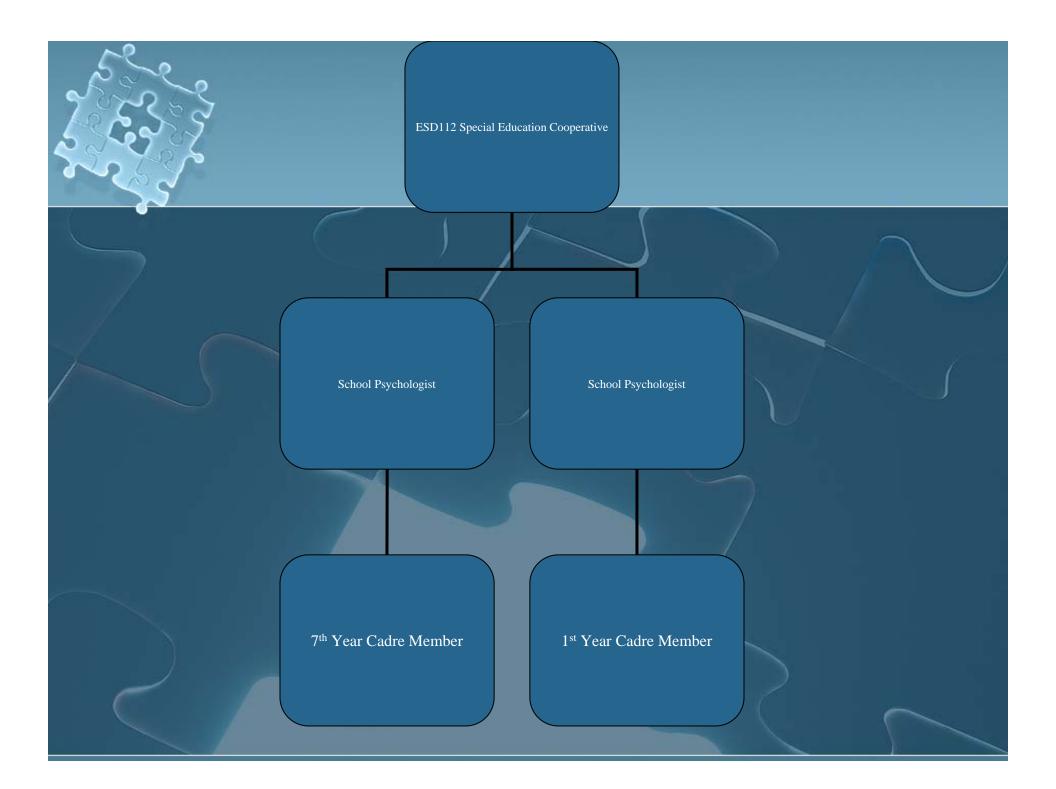


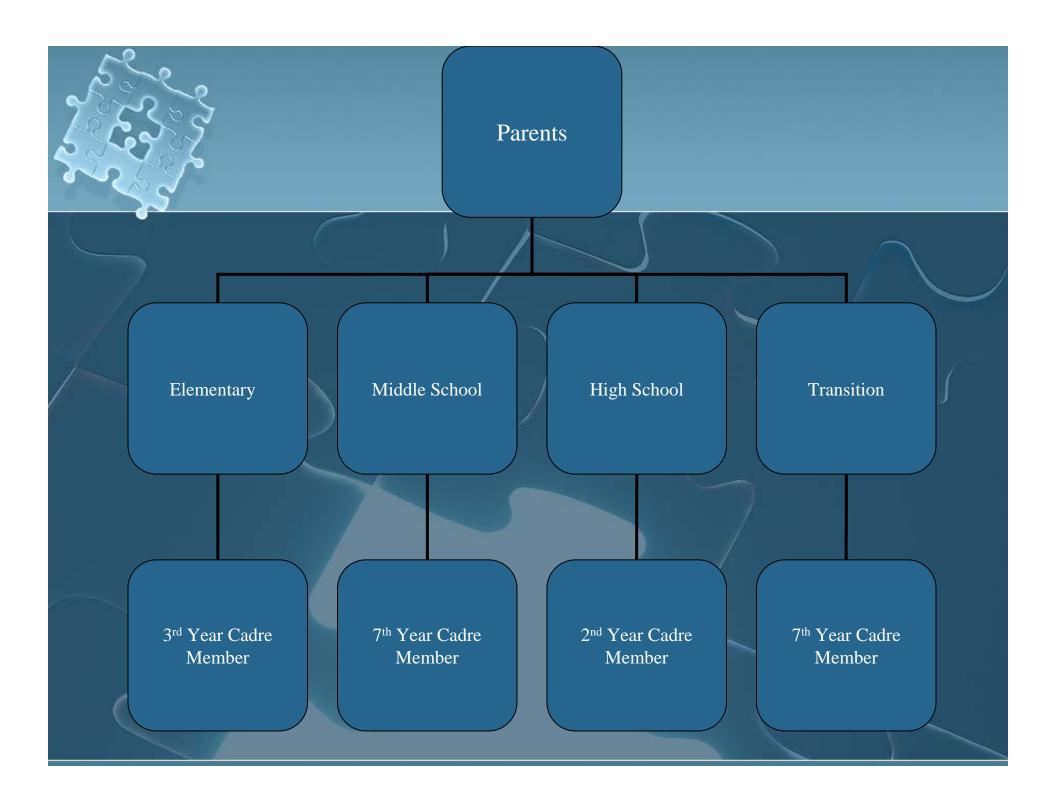














## Where are we going?



- More training and understanding – Generating Revenue to put into more information and support.
- Continue to build a good reputation in the community.
- Effective and respected consultants and not a policing entity.
- Needed self-directed individuals with a passion for autism.

## ESD112 REGIONAL AUTISM CONSULTING CADRE

- Dennis Mathews, Associate
   Superintendent, Specialized Student
   Services
- Monica Meyer, Coordinator
- Anthony Dunn, Coordinator
- Sharon Green, Administrative Assistant

"The more I know about Autism, the more I don't know."